

# Childhood Education

Freeing  
Children  
To Read

November 1961



Journal of the Association for Childhood Education International

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**For Those  
Concerned with  
Children 2-12**

**To Stimulate Thinking  
Rather Than Advocate  
Fixed Practices**

# **Childhood Education**

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Courtesy San Diego County Schools, Calif.

**Others enjoy her story, too (see page 108).**

## Reading for Responsible Citizenship

A GLIMPSE AT THE AMERICAN SCENE LEADS A THOUGHTFUL PERSON TO some hunches about human beings. One hunch involves the insatiable curiosity of the individual to learn, another the process by which he becomes human. Reading is one experience which may bring these ideas into unity of purpose, for in our rich environment with endless variety of printed materials most people have some ready access to knowledge. But *do we read?* Do we read with meaning or are we yet passive, gullible?

This issue of **CHILDHOOD EDUCATION** focuses on the individual—his *self*-development—and on questions related to his reading potential. In this age of instantaneous communication and manifold visual images, reading is much broader than the recognition of printed symbols recorded in a textbook. Reading is conceived as a way of experiencing life. It is not a formal school subject. It takes hold at birth and continues throughout the life span. A newborn baby reads the gestures of his mother, a two-year-old reads books by color and picture, and a five-year-old generalizes that "a cow is bigger than a book." At some point in time, no one knows exactly when, the black marks of print, too, take on personal meaning. Response to any and all of these symbols is reading.

The realization that learning comes about as the individual is involved in experience leads to new ways of organizing school life. Teaching becomes the process of arranging daily situations and conditions which encourage active involvement of the learner under the sensitive and alert eye of an adult who cares. The teacher selects his procedures in relation to the needs of each child. Likewise, in working with various groups of children, he plans with them procedures which are suitable as they share their appreciation of plot, emotional content and literary merit in books. He also prizes individual and group initiative in planning and carrying forward learning experiences. He senses that readiness for more complex learning is a natural part of a continuous growth process.

Belief in ideas such as these leads teachers to realize that control of vocabulary and content are within the child and his experiences; that graded content and artificial vocabulary arrangements may be too mechanical and static. Creative teachers are coming to accept the basic concept that development is within the child, not in any one reading system or series of books.

Power in reading, full control of the complex skills in reading the printed word, and a "love" of reading as a life-long activity can be nurtured. Reading is facilitated when teachers understand the individual, the reading process and the place of reading in the lives of people. Success will be achieved when an awareness of the unique qualities of the school class, the learner and the teacher permeate each situation for learning.

We trust that the readers of this issue of **CHILDHOOD EDUCATION** find much about reading to arouse their thinking and modify their ways of working with children as individuals. It is hoped that their action will further the purposes of schools in helping to develop literate, responsible citizens—humane beings.—*By FRANCES D. HINE and MARIAN JENKINS, Consultants, Division of Elementary Education, Los Angeles County Public Schools, California.*

# Greater Reading Power Needed Today

*Roma Gans, professor of education, Teachers College, Columbia University, New York, declares that reading only to recall has been outmoded for thirty or more years. Today's child faces a world in deep controversy; he needs to become a conscientious citizen who takes decision-making seriously. This demands the application of ability to think effectively while reading on many entangled issues. This demands the power to evaluate and come to conclusions. To deprive a child of help in developing such reading power is to short-change him.*

ANYONE WHO HAS EVEN A SLIGHT ACQUAINTANCE with today's children notices how up to date their interests are. Penetration of space, changing of car patterns and packaging of foods are topics with which they are at home. They are eager to explore new ideas and, if encouraged, ask for more. Many educators, parents and producers of materials for children recognize this learning readiness. As a result good schools are continually altering their programs to include more study of the fascinating world about us and are providing books, pamphlets, films and filmstrips which help the child to grow as an informed individual and as one who is motivated to keep up to date.

Emphasis is on continuing one's quest for information and pursuing reading as

a regular way of learning. This emphasis is relatively new and absolutely essential if a child is to acquire reading habits and powers which will fit him for constructive living. According to test results of the past several decades, we have produced readers who do well on comprehension and relevant skills. But polls examining adult reading habits reveal the disturbing fact that we have failed to produce a truly reading public, adults who keep up with current affairs via newspapers and magazines and who read books of any kind. *Obviously we produce readers who can read, but too many who don't.* Therefore, along with a concern for developing real powers in reading must be a direct effort to create a continuing, self-propelling reader.

## **Whetting Appetite To Read Widely**

Many promising efforts in developing such readers can be found in schools. Carefully planned studies of problems and topics in science and social studies—through which children even in primary grades help select reference books, collect pertinent articles from books, papers, and magazines, and stay with one such study for several days and often for weeks—start many a youngster on the path of his continuing reading. He also discovers how much there is to know on almost every topic, a discovery which he might not make if taught in the short lesson-by-the-day manner. A reader whose appetite gets whetted to read about dinosaurs, the Lewis and Clark expedition or space explorations is tooling himself for perpetuating his education. Teachers and parents who help a child capture this eagerness to read have started him on a promising road of intelligent living.

There are other essential goals in today's reading programs which are proper for these times. In general, schools are eager to teach children to become comprehending critical and selective readers. The "reading-to-give-back" emphasis common in schools thirty or forty years ago may still be the major emphasis in some isolated spots, but in general schools have demonstrated genuine competence in giving broader and more adequate focus to reading programs. The expansion of library facilities in elementary and secondary schools is one form of evidence to support this observation. However, when we examine practices and materials now frequently determined in central administration or curriculum leaders' offices another question presents itself: Are the practices and materials we recommend consistent with our goals? In

some (perhaps many) classrooms, yes. In thousands, no. The problem of unraveling the meaning of broadly stated goals in terms of what they imply in day-to-day classroom life has not been adequately met in either large or small school systems.

## **Reading for Decision-Making**

A sketchy look at *power-in-reading* reveals that a reader must develop the abilities necessary to recognize words, to get at the author's meanings, to see the interrelationship of ideas from beginning to end of the story or article, to recall essential points and to make some personal reactions to them, such as "I like this," "Don't like this," "I believe it," "This is important," or "I am not sure of this." These aspects of power have been widely recognized and taught in our schools. With the provision of new texts and materials and some changes in method, these reading competencies have been developed. They go considerably beyond the reading-to-recall emphasis of earlier teaching.

However, the power which today's child needs must go beyond this stage. Its development cannot be achieved merely by purchasing new materials and altering some methods. Today's child faces a world in deep controversy. Most important matters on the international and national front are at issue. Not only are there pro and con positions but many variations in between. A conscientious citizen, the type we hope to be developing, takes decision-making seriously. Before he takes a stand on water chloridation, increase in sales taxes, the school bond issue, and increased aid to South America, he tries to gather data, weigh different points of view, and finally re-

lates various proposals to his basic philosophy. To be unable to follow a process similar to this or to be unwilling to make him either a pawn in the hands of others or an opinionated non-thinker. The use of reading in the decision-making process demands the application of abilities to think effectively. Schools in stressing critical reading have recognized the involvement of thinking, but proper help to teachers and leaders in the field on developing thinking is only at a beginning.

### ***Atmosphere Conducive to Thinking***

The critical reader who will be able to meet his desire to make competent choices in important matters must be schooled in the ability to think—not only to recognize and recall what he reads but also to grow in his ability to unravel complicated ideas, to analyze them in terms of relevance to the issue at point, to synthesize, to appreciate adequacy and inadequacy of data and ultimately to evaluate and come to a tentative or final conclusion. Such intellectual powers cannot be confined to a child's reading only but must be a part of the child's whole everyday environment. The classroom atmosphere must be conducive to thinking. It must be an atmosphere in which all youngsters feel at ease, are encouraged to think for themselves and to express their ideas even if divergent from others including the teacher's, and are able to accept correction and help in thinking better.

Central to the creation of such a thinking classroom is a thinking teacher—one who is free, encouraged and helped to develop a challenging intellectual classroom atmosphere. However, this is a professional need crying for attention. Crowded classrooms, congested time schedules and "required achievements"

all too often minimize or blot out a teacher's concern for *time to think*. This observation alone should cause us to give serious attention to the quality of life which goes on in far too many schools today. Helpful books, pamphlets and reports of research on thinking are becoming increasingly available to reading program planners; and curriculum and reading specialists, along with teachers and school leaders, must face all changes in common procedures which will help meet this crucial need.

Along with the importance of the classroom atmosphere and the competence of the teacher is the quality of the curriculum with its implicit materials. Content areas that include both current and past important phases open up the interests and encourage the inquiries that aid the child in becoming an informed student. They also acquaint him with materials, various forms of writing, varied ways of presenting data as well as the substance out of which thought-provoking questions arise.

Techniques of discussion and skill in using them are also a part of the teacher's concern.

Well-guided discussion is an essential part of a program geared to develop high-powered reading. The hurried short-answer oral or written comprehension check meets many a classroom need; but its use to the exclusion of thoughtful discussion, sharing of divergent views, pausing to consider and reconsider the use of all the other ways of getting into the deeper understanding of an important learning will deny a child the right to develop as a thinker.

If one accepts points thus far presented, many common assumptions and practices need to be examined. Children need more opportunity and guidance in

the selection of materials in school and public libraries. They also need to become selective buyers so that they continue as adults to be competent purchasers and subscribers. Much more opportunity is needed to discuss materials than the crowded schedule of today permits. More attention to authorship is long overdue, and for intermediate and upper grades such problems as ghost-writing, editorialized news and slanted writing are properly included to increase the child's competence in working his way through today's materials.

### **Changes in Evaluating Growth**

The enhancement of reading power of the kind presented here will demand material changes in evaluating reading growth. Some essential reading skills can

be assessed by current tests. Others, however, will require new tests and even year-round observations. Such questions as: Are youngsters growing in ability to act independently to material read? Are they selecting materials for a study with concern for relevance, date of publication, authorship and all the rest? Are they becoming more sensitive to subtle meanings? Do they ask about the author's purpose or motive? Answers to such questions and others must become a part of the assessment of reading growth.

Children are ready for this deeper concept of reading. It remains for administrators, teachers, curriculum and reading specialists to aid the steady progress toward the development of such reading power. To stop short of the inclusive changes required is to short-change today's child.

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**TODAY'S YOUNGSTERS TEN TO TWELVE YEARS OLD ARE BETTER READERS THAN** boys and girls of the same age and intelligence of the 1930's, it is reported by Dr. Arthur I. Gates, TC Professor Emeritus of Education. Announcement of the nationwide rise in reading achievement is made by Dr. Gates in a report, "Reading Attainment in Elementary Schools: 1957 and 1937," issued by TC's Bureau of Publications. Dr. Gates reports on a study he made to develop new norms for the Gates Reading Tests, in use since 1926. His study was a comparison of the results from the tests given to a large group of children in 1957 and 1937. The main conclusion is that over the past 20 years children of equivalent age and intelligence have improved significantly in reading achievement. An additional finding: today's youngsters are more concerned with meaning in what they read.—*Reprinted by permission from TC Topics, Vol. 9, No. 4, Summer 1961 (New York: Teachers College, Columbia University).*

By R. VAN ALLEN

## More Ways Than One

*R. Van Allen, director of curriculum coordination, San Diego County Schools, California, describes the San Diego Reading Study. The study points up what successful teachers have known and practiced for decades: Children's experiences, ideas and feelings recorded in their language help not only growth of language but reading, too.*

*No single approach to the teaching of reading is the best.*

### Nature Speaks\*

I went to the hills a few days ago  
And I heard nature speaking soft and low,  
Some folks say you can't hear her speak  
But I heard it all right 'cause I took a peek.  
Her language is beautiful indeed  
Because she made something grow from every  
seed.

The humming of bees, the singing birds,  
The pounding of buffalo running in herds,  
The rustle of trees, the spatter of rain,  
The moaning of wind when I walk down the  
lane.

Nature speaks in more than one way  
And you can hear her every day.

SO MANY TEACHERS AND ADMINISTRATORS in the San Diego area were interested in knowing a variety of well-balanced, basic approaches to teaching reading that the curriculum staff of San Diego County was asked to develop a research framework to involve hundreds of children in a program which used more than one way of teaching reading. The three-year study, "Three Approaches to the Teaching of Reading," is reported in a series of five monographs on improving reading in-

struction. This study probed into method, materials and the learning process. Its basic point of view was that no single approach to the teaching of reading can be *the best or only* solution. Its research framework attempted to include reading problems related to the diversity of our school population and our increased information concerning human growth and development.

### Three Ways Studied

As the research team investigated many so-called "approaches to teaching reading," it selected three for detailed study: the *basic reading approach*, the *individualized* and the *language-experience* approach. These selections were made because a teacher could:

- define a valid purpose
- describe a basic plan
- secure materials for instruction
- organize for teaching in a classroom situation
- plan a direct reading instruction program, including skill development and vocabulary development
- include an extended enrichment program
- provide for individual differences
- evaluate in terms of reading skills, reading attitude and personal-social interaction of teacher with pupils.

\* Poem composed by a ten-year-old boy, National City, California.

The three approaches were tested in many classrooms. Teachers were asked to take part in a program of inservice education which would prepare them to teach one selected approach for a period of time, ruling out all other approaches. It was during this period that observations and test results confirmed the hypothesis: *There are numerous effective ways of teaching reading in our schools.*

When a teacher selected an approach that he understood, had the necessary materials to carry out the program as well as a supportive inservice education program, the results of any of the three well-defined approaches were more than satisfactory.

Of the three approaches used, two are well described in the professional literature on reading instruction. Either the basic reading approach or the individualized reading approach had been used by most of the teachers in the study. However, the language-experience approach had not been described well enough before this study to give teachers guidelines to use it as an approach. Prior to this study, most of the teachers using elements of the language-experience approach did so as supplementary activities. *The language-experience teachers who ruled out all other approaches found that their children made as much or more progress on the skills (measured on standardized reading tests) as did the children who had direct teaching of skills.* With these results we had to ask ourselves some soul-searching questions about reading instruction:

1. Is the use of a predetermined controlled vocabulary as significant in reading instruction as we once thought? Is there enough control in the daily natural language of the individual to guide early word recognition without systematic control from outside sources?

2. Are choppy, unnatural sentences of present day preprimers and primers easier to read

than more natural sentences? Could it be that the concept difficulty is enough greater in unnatural sentences than in sentences of real language that vocabulary control is outweighed as a factor in making reading simple and easy?

3. Are children's reactions to reading as important as their word-calling skills? Can an overemphasis on reading as a skill apart from listening, speaking and writing develop negative attitudes?

4. Does a highly structured, predetermined sequence of reading materials and activities produce an attitude of language and thought conformity? Is it just as important to develop in children a feeling that their own ideas are worthy of expression and that their own language is a vehicle of communication?

5. Do all important reading resources exist outside of the child and in books, or should we develop the idea that a child's own thoughts may be used as a basis for the development of instructional reading materials?

6. Does the level of social interaction between teacher and pupils have as much to do with achievement as the method used? If a child really understands what he is doing, is there a greater possibility of development?

7. Does a child profit more from reading something *he* has selected than from reading pre-selected materials at all instructional periods?

8. Can we afford to continue evaluating reading programs on the basis of achievement scores of standardized reading tests? What about attitudes toward reading? Personality development? Self-expression abilities of pupils who are expected to be thinking, contributing citizens in a democratic society?

These and many other questions are confronting teachers and administrators who are willing to take a serious, penetrating look at reading instruction. As they search for answers to these questions they become more and more aware of the *need to look at reading as a means of arousing meaningful responses on the basis of individual experiences of the learner.* They realize that some of the concepts which have been developed concerning important areas of instruction, such as basic sight vocabulary, phonics

instruction, reading materials, motivation for reading, classroom organization and evaluation of pupil progress must be updated and expanded.

Many teachers are now dealing with basic sight vocabulary on an individual basis—from oral language to written language to recall of written language. This usually results in recognition of high frequency words as a result of repetition. *Each child gradually gains a personally tailored sight vocabulary which is functional and which is in excess of words introduced in the controlled programs. Control becomes an individual matter.* Ceilings are lifted for all children at all grade levels.

### **"See It" Rather Than "Say It"**

Phonetic understandings are being developed more and more from a "say it" to a "see it" sequence. This insures that understandings are applied to the real language experiences of each individual, including skills in listening, speaking, word recognition and spelling. This emphasis is merely applying what we have known for a long time: *There is a closer relationship between phonics and writing*

*than between phonics and reading.* The natural desire of young children to create stories provides a powerful motivation to acquire skill in selecting the correct symbols to represent the sounds of oral language.

Pupil authorship is developed more and more as teachers take their clues from children and record their thoughts or encourage the children to record their own. Many materials for reading are developed by the children. In addition, children select their own reading material for pleasure and for enrichment reading. Those who author the most materials tend to be the ones who read the most from other authors. Assigned reading is used only for purposes which are understandable and useful in solving problems.

When teachers bring reading and other communication skills together in the instructional program, there is no way, nor any need, to distinguish between the reading program and other language activities. The development of all language skills makes possible the continuing use of each child's own experience background and thinking as he grows toward reading maturity.



**The natural desire to create stories provides powerful motivation to acquire necessary skills in spelling and writing.**

Simply stated, teachers who are "taking a peek" at the many children in their classrooms can hear them saying,

What I can think about, I can talk about.  
What I can say, I can write.  
(Or: You can write it for me.)  
What I can write, I can read.  
I can read what I can write and what other people can write for me to read.\*

\* R. Van Allen and Gladys C. Halvorsen, "The Language-Experience Approach to Reading Instruction," *Ginn and Company Contributions in Reading* No. 27 (Boston: Ginn & Co., 1961).

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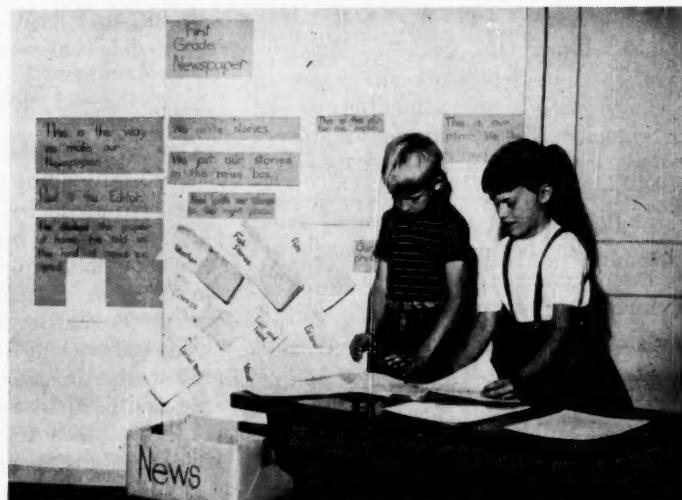
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Children's own ideas are worthy of expression.

Photos courtesy  
San Diego County  
Schools, Calif.



By IRA J. GORDON and CHRISTINE H. CLARK

## An Experiment in Individualized Reading

*Ira J. Gordon, professor of education, University of Florida, and Christine H. Clark, second-grade teacher, Alachua County Schools, Florida, contend an individualized reading program in a small school with a few materials can increase interest and improve skills in reading. Success of the experimental group showed up when the children were tested.*

MUCH HAS BEEN WRITTEN ABOUT PROGRAMS of individualized reading, but there is little empirical evidence of its effectiveness in a typical small-town school with limited resources. Faced with this new approach, the average classroom teacher wonders whether he can do it and whether it's worth the effort.

In order to answer these questions, an action research project was undertaken in a school with only two second-grade classes. One second grade embarked upon an individualized reading program a few weeks after the beginning of the fall semester. The other class served as a control group, using reading groups and a reading series.

Both classes took Stanford Achievement Tests in September and again in January—also a group intelligence test in September. There were no differences between the two classes on these measures in September.

Intelligence test scores ranged from 123 to 72, and beginning reading achievement scores ranged from 3.9 to 1.1. Both groups were therefore quite heterogeneous.

### Description of Program

A basic problem was the availability of materials. In this situation the following

books, materials and resources were used:

Basal and supplemental second-grade books on hand (readers, social studies, science, literature and health books)

Copies of all first-grade books on hand

Third- and fourth-grade books from the book room when useful as reference books. Basic texts could not be used as this would interfere with the next teacher's program as set up in the school at the present time.

School library, public libraries (town and Gainesville), bookmobile, books from county instructional center and general extension service

Books brought from home (not very good)

Book samples, pupil-made books and teacher-made books

Magazines

Slides and films

*The Weekly Reader, Junior Scholastic, News Ranger*, different levels

School news sheet

Bulletin board displays and experience charts.

One corner of the room was arranged as a special reading corner, with a round table surrounded by bookshelves for displaying books. Seating arrangements were kept flexible so that the children had the freedom to group themselves frequently for sharing and discussing books.

The curriculum was organized around unified experiences so that the slow readers could participate as well as the better readers. Since individualized reading recognizes the psychological principle

that learning is experiencing, experience charts were used as much as time permitted to make them. They were important because they made it possible for the child to read sentences that had meaning for him in terms of past experiences. A child who could not read from books could sometimes read an experience chart that he had helped to write.

During the first three or four weeks, the teacher moved around the room during the reading period, helping and observing the children as they read. When she felt that they were secure in what they were doing, she began individual conferences. This period was used for oral reading, instruction in word recognition, skills, checking on comprehension.

She tried to help the child evaluate his progress during this time on the premise that one who realizes how well he is progressing learns more rapidly, while strain usually interferes with the quality of performance. This strain could be more easily eliminated with individualized instruction than instruction in groups. She tried to work individually with each child two or three times a week and frequently in large or small groups as a common problem arose.

A card (5" x 7") was kept for each child with information such as name of book he was reading, dates, word recognition, skills needed, attitude toward book. Anecdotal records were kept on the same card.

## Results

The experimental group gained over its original score significantly more than did the control group. In the semester's time, less than four months, the control group gained an average of 3.04 months; the experimental group gained 7.32 months. This difference would not have occurred by chance in ninety-nine cases out of one hundred.

Several other results accrued. The

spread in achievement became even greater over the semester in the group with the individualized reading program. The control group range stayed at a two-grade, nine months spread, while the individualized reading group went from a two-grade, two months range to one of three-grade, two months. Only one child did poorer in January than in September in the experimental class, while five children in the control group went down and two showed no gain.

When the children were asked about their feelings, most of them said they liked to read. They felt they were good readers and several said their mothers thought they were good readers. It would seem that the individualized reading gave them a feeling of success. They selected the same material over and over as long as it was in the room, and even the better readers liked to read the easy familiar books again and again. Perhaps the success they enjoyed was responsible for this.

## Conclusion

The individualized reading program in this small school with limited facilities was demonstrably superior to the standard reading program. Not only did pupils achieve better on a standardized test but they read more and increased in self-confidence. Although the establishment and implementation required more time and effort from the teacher, the results made the work worthwhile. One last comment seems necessary; i.e., the necessity of record-keeping. It does not seem that elaborate records are essential. It may be the pupils can keep a record of their own reading activities or the record can be eliminated. In this situation, at least, it was not essential to the program.

Teachers in small schools who have had some preparation in individualized reading can make it work if they wish to try. Success does not require extensive materials.



Working with many materials and ideas

## Readiness Is Being

By ETHELOUISE CARPENTER

*Can readiness be taught and practiced through devices and paper-pencil techniques? Can readiness be measured by a child's ability to cross out a rabbit that doesn't look like other rabbits? Ethelouise Carpenter, assistant professor of early childhood education, Kent State University, Ohio, has some clear-cut reasons for saying "No!"*

**R**EADINESS FOR ANYTHING IS A STATE OF being. It is a composite of many factors and must be measured in many ways. It is not a thing to be taught. It can neither be purchased in a box nor developed on paper. It is an individual state unresponsive to mass production. It is a part of life. A state of readiness manifests itself in many ways. Sometimes the outer appearances represent only a superficial readiness. Something vital must shine through. Manner, attitude, facial expression and expectancy are good indications of an inner acceptance of what is in order to meet what *is to come*. It is a kind of reaching out which is recognizable to the skilled teacher as he works with children

at any age level. It is a recognition which goes beyond the limits of testing.

### **Maturing Process**

Children are constantly involved in different degrees of readiness. They are called to meals and they linger; they are put on their feet to walk and they plop down on the floor. There are signs for being ready and for not being ready. The state of readiness has not come about through practice of the things to come but through a maturing process fed by successions of related experiences. A child does not become ready for walking by walking. When all elements are perfectly coordinated he begins to walk and

he perfects this skill over a long period of time.

Many people have come to look upon readiness as something that must happen to children during the spring preceding first grade! This readiness appears to be made possible through certain specific devices involving symbols. Visitors to kindergartens say, "When and how do you DO your readiness?" Has reading become so organized a process that even readiness for it must be dealt with mechanically, piece by piece? No wonder children in kindergarten think there are two kinds of reading—the kind you do in school and the kind you do for enjoyment! Many areas have instituted summer kindergartens which advertise the teaching of reading readiness!

### **Competencies Needed NOW**

Nursery schools and kindergartens are provided for what a child needs *now* and serve as a preparation for first grade only to the same degree that any experience supports a later one. Readiness evolves from practice with the environment, people and materials which promote the desire to look beyond the commonplace, beyond self-interest; to reach a level of physical maturity, of social competence, of emotional control and of mental alertness. Readiness for reading, as for anything else, is built on such experiences over a long period of time. In nursery school and kindergarten the child is helped to listen to others, to wait his turn, to do critical thinking, to take responsibility to the degree that he needs these competencies right now in order to be a contributing member of his present group. He is not taught to conduct himself in a particular way because "the first-grade teacher expects it." The plan of living in preschool groups makes possible a comfortable evolution of self and readiness for what is and what will be.

It is an environment of exploration, not of heated preparation.

In many schools reading has become such a huge Thing to be dealt with that all else is incidental. It often begins with dull experience charts which have grown out of equally dull and controlled trips. Children are still eager but often frightened, parents panic over grouping, discipline problems inconveniently appear, and everyone wonders what could have been done to *prepare* children better so that reading could move along more smoothly. Then eyes turn back to the kindergarten and administrators and others think they see the trouble in "too much play"! If children are moving around they cannot be learning. They must be sitting, producing on paper and quiet in order to learn and to work! Often the "solution" is the purchase of readiness materials for kindergarten. They can be ordered easily, they are paper, they *teach* readiness to all children alike. Reading is looked upon here as a cold process from which one can isolate the various steps and work on them. There are sheets and charts (many based on readiness tests!) for learning left-to-right eye movement, yet the child goes blithely on looking at life from right to left, up to down, in whatever way he finds best to read his environment. Children labor over marking the largest tree in a row, yet they have no difficulty finding the largest cookie on a plate!

### **Can a Program Be Purchased?**

Unfortunately schools which hire untrained preschool teachers think they can solve their problems of preparation by purchasing a program. Material falls into the hands of people least qualified to evaluate it; often no one knows how to use it, so it either explodes in their hands or is fed to children too limp with bore-

dom to refuse it. Loud cries of protest are coming from well-trained and creative teachers upon whom this material is often forced. It is not merely a protest at the readiness materials but a protest at the complete disregard for all that has been gained in the child-development field!

During the preschool years children work with many materials and great varieties of ideas. They learn to manipulate their environment and to feel the worth of themselves and others. They find answers to questions by talking, moving freely, feeling, listening, looking. They grow in skills for finding out. They learn that books are sources of wonderful information and pleasure. They can challenge ideas and feel right about being different. They learn many ways of arriving at the same conclusions. They make fresh discoveries and use language which is delightful, colorful, imaginative and highly descriptive. They number and label as they feel the need; their own written symbols are a message to them but may be unintelligible to an adult. They become aware that certain combinations of letters on signs mean something to someone but for them it is enough to know that this is communication. There is time to live in the preschool atmosphere, and

wider experiences and opportunities for exploration develop throughout the years. Boredom certainly is no sign of readiness to read but rather a clue to a stagnant program. In a good program children are developing the very skills which make later reading meaningful. These skills are not isolated bits of learning relegated to chopped-up pieces of clock time but are outgrowths of an environment of active participation.

The child whose teacher thinks readiness can be taught and practiced through devices and paper-pencil techniques should openly rebel, and many do! A few professional tears should be shed for the child whose readiness for moving on to the next delightful phase of life is measured by his ability to cross out a rabbit that doesn't look like other rabbits and to take left-hand mice to right-hand holes! *The time for being ready is short, but the time for getting there is long.* Readiness lies somewhere between wanting to and having to. It is the solid substance of growth, personality, imagination, self-realization. Let us work with it, take it out and examine and test it occasionally; but let us stop waving it around aimlessly. Certainly today's children deserve something better from progressively better-qualified teachers!



"They find answers to questions by . . . listening, looking."

Photos courtesy  
Ethelouise Carpenter

## Phonics in Focus

**I**N THE LAST SIX YEARS AT LEAST A DOZEN books and twice as many magazine articles have stressed the claim that the one big flaw in American reading instruction is lack of phonics. If our primary children were given more phonics training, we are told, the tremendous proportion of failures in reading would be reduced. Apparently almost any child can be taught to read well if he has a sufficient foundation in phonics.

These authors of phonics books and articles are making three assumptions about present-day instruction which are, unfortunately, quite unsound. They imply first that current methods are a failure, particularly when compared with results obtained in earlier days and in European schools. As Sloan Wilson has pointed out, *American schools are educating successfully more children than ever before in history. Moreover, when compared with any particular decade in the past seventy-five years, today's school children are equal or superior in academic achievement.* Every large-scale study in the past twenty years confirms the fact that the proportion of reading failures is not materially increasing.<sup>1</sup>

A second assumption of the phonics protagonists is that phonics is not being taught in our basal reading systems. Or, if they have examined the manuals and readers used in our schools and found that ever reading series does emphasize

phonics training, these authors claim that the amount and emphasis are insufficient. This leads us, of course, to the third assumption that a large amount of phonics training in primary grades eliminates reading failures and produces superior readers. This belief, like the others, has not been supported by the available research.

The latest of the reports demonstrating the futility of approaching beginning reading by a phonics method is that by Arthur I. Gates.<sup>2</sup> Gates made a careful comparison of the reading achievement of pupils in a school system employing the Carden system of phonics, a method highly praised by other phonics authors. He found that instead of producing superior reading, the children read less well than those of similar age and intelligence in the average school. Moreover, pupils trained by the Carden system for several years were no better readers than those with half as much Carden training or none at all.

A three-year comparative study of ultra-phonetic and basal reader approaches to reading again showed no superiority in reading skills or dramatic reduction in reading failures for another widely-praised phonic system.<sup>3</sup> Finally, a six-year study of the same Phonetic Keys to Reading system found no great difference

<sup>1</sup> George D. Spache, "What's Wrong with Our Teaching of Reading?" *Journal of Education*, 138 (October 1955), 19-27.

<sup>2</sup> Arthur I. Gates, "Results of Teaching a System of Phonics," *The Reading Teacher*, 14 (March 1961), 248-52.

<sup>3</sup> J. B. McDowell, "Report on the Phonetic Method of Teaching Children To Read," *Catholic Education Review*, 51 (October 1953), 506-519.

**George D. Spache is head of the Reading Laboratory and Clinic, University of Florida, Gainesville.**

in reading abilities at the end of the third, fourth, fifth or sixth years between pupils trained by phonic or basal reader methods.<sup>4</sup> Like most other research studies of this type, these experiments do not support the belief that phonics is a panacea for reading failure or that it produces superior readers. There is no evidence that the moderate amount of phonics training in our basal reading systems is inadequate or that greater emphasis is beneficial.

It is true that American children were taught to read almost exclusively by phonic methods until thirty-odd years ago, and that some European countries still employ this approach. But phonics was abandoned as the basis of learning to read in our country for several strong reasons. *First*, the type of research cited earlier demonstrated the lack of superior merit in a phonics approach. *Second*, it became obvious that excessive phonics tended to produce slow, cautious readers dependent upon word analysis rather than quick word recognition. *Third*, the non-phonetic nature of English resulted in the ludicrous situation that there were often more exceptions than examples of the phonic principles upon which this approach is based. *Finally*, the use of the motion picture technique in photographing eye movements proved the unsoundness of a letter or sound approach to reading. The camera showed that reading is accomplished by a recognition of a minimum of clues such as general word shape and anticipation of the word from the sense of the context. The

reader does not actually perceive individual letters as such when reading. The shapes of the first letter or two, the gross outline given by the top halves of the letters of the word, and the thought of the sentence are sufficient for word recognition in most reading situations. Not only are these few clues sufficient but all readers, regardless of their language or the nature of their early education, learn to depend on them. Children trained in an ultra-phonetic approach must unlearn their attention to letters and sounds if they are ever to achieve any degree of reading fluency.

In view of these basic objections to phonics as a fundamental method in teaching reading, one may wonder why any phonics training is still included in our basal series. The true value of phonics is as a supplementary aid to word recognition, after the habit of recognition by shape and context has been firmly established. Many words cannot readily be distinguished purely by shape or context. For example, in this sentence *clock*, *clink*, *clank*, *clash* or *click* are all possible choices: "He heard the sound of a \_\_\_\_\_ in the darkness." In such situations the ability to identify the exact word by its sound characteristics is desirable. Phonics is useful in this fashion to strengthen the word attack techniques of primary grade children. However, by the intermediate grades the reader has grown rapidly in the use of other attack techniques such as syllabication, roots and affixes, and context. At these levels and thereafter phonics decreases in significance as an aid, until it is seldom employed by mature readers. Thus present-day reading systems introduce phonics at the most effective time in the stages of learning to read, give it the degree of emphasis justified by research evidence, and diminish this emphasis as its usefulness decreases.

<sup>4</sup> Paul E. Sparks and Leo C. Fay, "An Evaluation of Two Methods of Teaching Reading," *Elementary School Journal*, 57 (April 1957), 589-96.



## Concerns for Children Are World Wide

*. . . in Korea*

By HI OK AHN

### **From My Diary**

IT IS 7:50 IN THE MORNING. I AM ON MY WAY to school in a school bus for teachers only. As usual, I am thinking of my lovely children who have probably been waiting for me since early morning and how to make the day's program an enriching one. Am I ready to bring to my children opportunities for laughter and merriment? Do I have any plan to arouse their wonder and curiosity? Do I have a plan for their vigorous creative activities and for the release of their imaginations? Also, I must finish making the material box this afternoon.

What has happened with Yong Hee who has been absent for a few days? She may be ill. If not, her mother, who lost her husband during the Korean War and who has earned the

living for her family since then, may be failing in her business. I have been very concerned about Yong Hee who is always pale and gloomy. Well, maybe I can visit her home this afternoon after school.

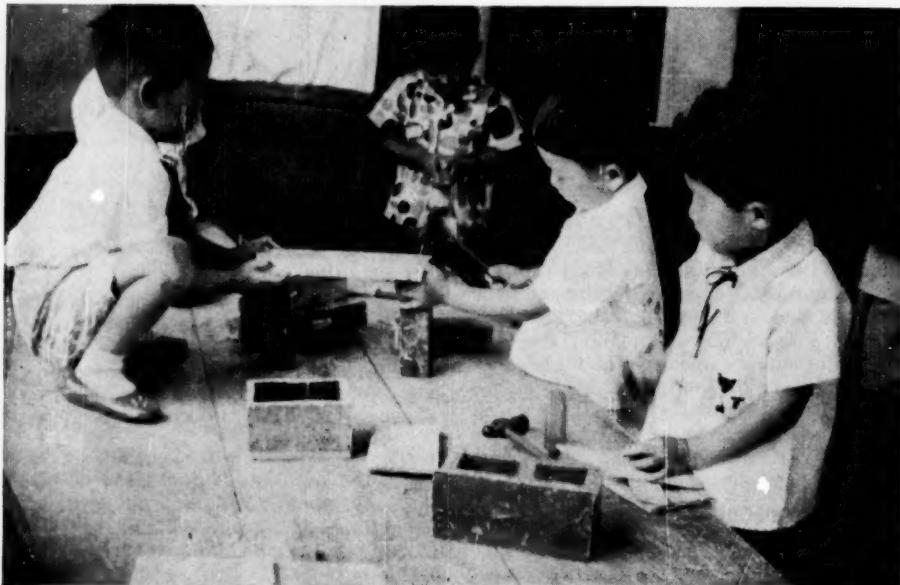
While I am deep in thought, the school bus stops without my being aware of it. As I descend from the bus, the children surround me with a cheerful and enthusiastic, "Good morning Mrs. Ahn!" Their faces look very

*Hi Ok Ahn, a teacher at Demonstration Kindergarten College of Education, Ewha Woman's University, Seoul, Korea, studied at Peabody College, Nashville, Tennessee. She represented the Seoul ACE at the 1961 ACEI Study Conference in Omaha.*



**There's always work to be done in a "home."**

**Many ideas can be carried out by working with wood.**



happy. I find Yong Hee at once. She is pale, but there is a smile on her face.

"Oh, Yong Hee! How are you? Were you ill?"

She shakes her head. "I went to the country with Mama," she answers in a thin voice.

I know then without asking more questions. Her mother probably had gone to the country for the purpose of peddling. Thinking of this family, I pray to God to bless them and to keep them.

This story of Yong Hee is only an example of the many sacrifices which were made during the Korean War. Many families suffered loss of homes and many children became orphans. These children find their joy and their real love for living in the school.

As a Korean educator, I am aware that building a happier school life for our children is one of the greatest responsibilities facing us.

#### ***Buildings***

Fortunately my kindergarten is in a modernized building with good facilities so that the children are able to enjoy everyday activities much as the children of America enjoy. This is not the case, however, in many of the Korean schools, particularly those in the rural areas. In many instances there are no buildings to house the children. A total of 7,544

classrooms were burned during the three-year war and 15,473 others were partially damaged. In other words, 72.2 per cent of the classrooms used before the war were affected by the conflict.<sup>1</sup>

Although much has been accomplished through foreign aid and contributions by parents and other citizens, shortage of classrooms is still a big problem in Korea. It is an inevitable fact that one classroom contains an average of sixty to seventy children. In the city schools this average reaches eighty to ninety children. The increasing population brings even more problems in this area.

Most of the elementary schools operate in two sessions daily. In my kindergarten there are fifty children in the morning session and fifty in the afternoon session. Under these conditions it is difficult to accomplish maximum results in educational goals.

#### Materials

Due to the vast shortage of material in Korea, most of the equipment and teaching aids are made by the teacher or brought from the homes of the children. Fortunately there

<sup>1</sup> Hak Won-Sa, "Data from Education," *Korea: Its Land, People and Culture of All Ages* (L.T.D., Seoul, Korea), pp. 360-98.



In their New Year costumes

#### Dramatizing a story



Photos courtesy Hi Ok Abn

are many materials in my kindergarten, but most of the schools are not this well blessed. Much time is spent in creating materials and exploring natural resources. Money is not needed to teach children to enjoy the wonders of nature and to arouse their creative imagination and potentiality.

### **Books**

Books! Craving for books is everywhere. There has been great improvement in satisfying the minimum need for textbooks. At present there are thirty-four types of national textbooks and twenty types of Ministry approved textbooks. Fourteen more textbooks are currently in preparation.<sup>2</sup> However, the lack of supplemental reading books is seriously affecting the education of our children. It is up to the Korean educator to make stories, draw pictures and make books in order to supply the children with knowledge and enjoyment.

### **Teachers**

The war period marked a serious shortage of teachers. However, there were 59,593 teachers in 1958, a 42 per cent increase over the 1948 figure.<sup>3</sup>

The typical elementary teacher is usually a graduate of a normal school, which is similar

to the American senior high school, with professional courses in teaching methods. Many of the teachers in the larger cities are junior or senior college graduates. I can proudly say that the annual workshop, sponsored by the Seoul ACE every summer vacation for kindergarten and elementary school teachers, has made a great contribution to the improvement of kindergarten and elementary education in Korea.

### **Parent-Teacher Relationships**

Most of the kindergarten and elementary schools in Korea have emphasized the promotion of parent-teacher relationships. This is done not only for financial support but also for the furthering of individualized instruction and guidance.

There is a PTA conference once each month. Individual problems of the children are brought and actively discussed. However, many parents still force their children to be academically talented in spite of their ability and their interest and force them to pass the entrance examination which most demonstration schools of teachers' colleges give. Many children have suffered the torture of this examination.

We, the Korean educators, have tried to eliminate many of these problems and to realize the ideal situation. Certainly it is far beyond our reach, but we believe that there will be a happier and better tomorrow.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

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# **News HERE and THERE**

By ALBERTA L. MEYER

## **New Life Members**

D. Helene Finster, Salt Lake City, Utah  
Elizabeth Haines, Hutchinson, Kansas

## **Childhood Education Center**

Activities of the autumn season have been focused on extending hospitality and services to the many groups getting under way for the new school year.

In September the Center staff held Open House honoring the organizations with whom we cooperate in services to children. An exhibit of Japanese art served as background in the Multi-Purpose Room.

During Education Week a display of historical books and classroom articles and another of contemporary classroom books, equipment and supplies were opened to early childhood education and history of education classes in neighboring colleges and universities. Special co-hostess for the occasion was Frances Berry of Baltimore, consultant, Equipment and Supplies Committee.

The Association is pleased that contributions over the summer months have covered the monthly payments of \$1575 due on the mortgage, and it looks forward hopefully to the continuation of generous giving by branches and international members.

## **New ACEI Committees**

Two new ACEI standing committees on nursery school and kindergarten have begun work with Board members who took office in April. Chairmen of these committees are Mary A. Layfield, vice-president representing nursery school education, and Erma Noble, vice-president representing kindergarten education.

New chairmen are at work on the following editorial committees:

Board of Editors—Wanda Robertson  
Books for Adults—Helen L. Sagl  
Bulletins and Pamphlets—Marian Jenkins

Other new committee chairmen are:

Advisory—Eugenia Hunter  
Equipment and Supplies—Patsy Montague  
Literature: "Today's Children" Series—Leland B. Jacobs  
Research—A. Montgomery Johnston

## **New Staff Members**

This fall two half-time staff associates replaced Virginia C. McCauley, who resigned. ACEI is grateful for Miss McCauley's contributions to the work of the Association and extends her its best wishes.

Maud F. Roby, former principal in the District of Columbia Public Schools, and Anna D. Halberg, retired professor of education, Wilson Teachers College, Washington, D. C., are dividing the responsibilities of this office. Mrs. Roby will be responsible for Information Service, while Miss Halberg will help with conference planning and committees.

(Continued on next page)

## **Gift to ACEI Building Fund**

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of

Columbia and now having offices at 3615 Wisconsin Avenue, N.W., Washington 16, D. C., the sum of \_\_\_\_\_ Dollars.

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I AM A MEMBER OF \_\_\_\_\_ ACE BRANCH \_\_\_\_\_

I AM AN INTERNATIONAL MEMBER       I AM NOT A MEMBER      Gifts to Building Fund are tax exempt.

### **Nominations for ACEI Executive Board**

January 1 is the deadline for sending in names of members to be considered in the April 1963 election of officers. Three Executive Board positions to be filled are: president, vice-president representing nursery school and vice-president representing kindergarten. Any individual or branch wishing to suggest names for consideration by the Nominating Committee should first write to ACEI headquarters for a list of Board member qualifications. The Nominating Committee has the responsibility of selecting well-qualified people and, at the same time, maintaining a balance among geographical regions.

### **ACEI-NANE at Administrators Meeting**

The traditional luncheon meeting co-sponsored by the National Association for Nursery Education and ACEI will be held in Atlantic City at the American Association of School Administrators meeting on February 20, 1962.

Watch for further announcements regarding program and meeting place. Luncheon reservations may be made through ACEI headquarters. It is suggested that those attending AASA mark their calendars now.

### **1962 ACEI Study Conference**

"The Challenge To Learn in a Free World" is the theme of the 1962 ACEI Study Conference to be held in Indianapolis the week of April 22. Plans are well under way and will

be announced monthly in this column. Look for the preliminary program in the December issue of CHILDHOOD EDUCATION.

### **"Teacher Exchange Opportunities"**

Those who would like to teach abroad as a contribution to international understanding would do well to study a pamphlet by the above title which describes available programs and how they are administered. If interested, request a copy from the Office of Education, Division of International Education, Educational Exchange and Training Branch, Teacher Exchange Section, Washington 25, D. C.

### **You Were Represented**

*American Council on Education—Annual Meeting*, Washington, D. C., October 5-6, by Florine Harding, associate secretary.

*National Safety Council Congress*, Chicago, October 17-28, by Lucille Cavanaugh, past president, Chicago Area ACE.

*National Association for Nursery Education—Annual Conference*, St. Louis, October 18-21, by Mary A. Layfield, vice-president representing nursery school education.

*Council on Cooperation in Teacher Education—Annual Meeting*, Washington, D. C., October 20-21, by Viola Themann, chairman, Teacher Education Committee; Lucile Lindberg, president; Alberta L. Meyer, executive secretary.

### **Charms for Sale**

In response to the requests of members, ACE charms as well as pins are now available. Details follow:



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		May:	The Community Educates

**BULLETINS on:**

*Creative Dramatics* (off press now)—Values, beliefs, many examples in school and community. Bibliography.

*Equipment and Supplies* (off press now)—1961 revision. Lists of materials for nursery, kindergarten, primary, intermediate; classified lists of tested and approved products, age levels, manufacturers; index.

*Literature with Children* (off press late November)—Revision of *Adventuring in Literature with Children*, plus new material on librarian and literature program.

*Guide to Children's Reference Books, Magazines and Newspapers* (leaflet)—Annotated list for parents, teachers and many others.

*Readiness* (tentative topic)

**BRANCH EXCHANGE—seven issues:** News of ACE branch work and ACEI committees.

**YEARBOOK:** Annual report of the Association's activities; listing of state and local affiliated groups including names, addresses of officers and committees.

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**Monthly payments—\$1,**

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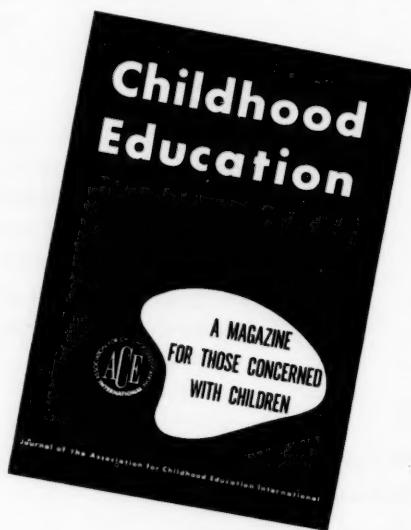
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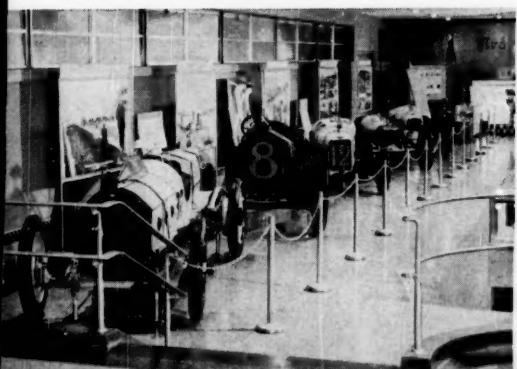
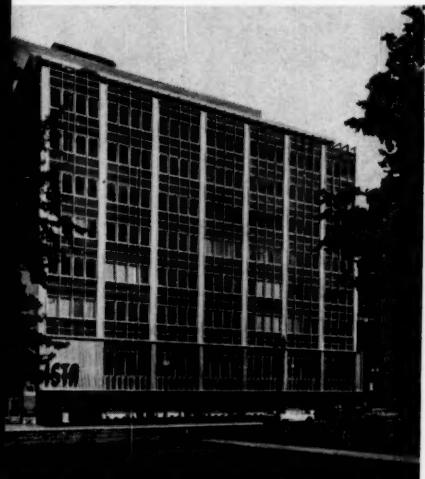
# 1962 ACEI STUDY CONFERENCE

Indianapolis, Indiana  
April 22-27

Theme:  
*The Challenge  
To Learn  
in a Free World*

*Clockwise:* Indianapolis Soldiers and Sailors Monument; downtown Indianapolis; The Pace Lap, Indianapolis Motor Speedway; The Speedway Museum; Indiana State Teachers Association Building.

*Photos courtesy Convention and Visitors Bureau*





## Childhood Education Center

*... through  
the eyes of visitors*

"See what I'm making!"

**Wilhelmina Hill and Helen Mackintosh, U. S.  
Office of Education, attend children's art  
exhibit.**



"This was made by a Japanese girl," explains a  
child about a painting on display.



**Lucy Prete, assistant editor, shows an Atlanta  
branch member letters from Puerto Rican  
children.**



**Laura Hooper, program coordinator, shows an  
Australian visitor the classroom bulletin board  
in Multi-Purpose Room.**





"What's in the pretty building?" ask children from Hearst Public School, Washington, D. C.



Children try out puppets on exhibit.

Classroom furniture for display arrives at Center.



"Why don't we have an ACE charm for bracelets?" ask ACE members at Pennsylvania State Workshop (see page 124).

Tape recording is made of discussion of *Don't Push Me* (ACEI bulletin).



Students examine ACEI publications in Center lobby.



## Books for Children

Editor, HAZEL WILSON

**THE LITTLE JUGGLER.** Adapted from an old French legend by Barbara Cooney. Illustrated by the author. New York: Hastings House, 151 50th St., 1961. Pp. 47. \$3. A small but choice telling in text and pictures of the little juggler, Barnaby, whose humble Christmas gift was so graciously received by the Holy Mother. The author shows her affection for the story. She tells it well. Her admiration for ancient illuminated manuscripts is reflected in her illustrations for the famous legend. Many of them are predominantly in the reds and blues known to artists as the Madonna colors. The illustrations not only help tell the story but are a faithful portrayal of mediaeval life. Ages 8 up.—H.W.

**A DAY IN WINTER.** By Betty Miles. Illustrated by Remy Charlip. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1961. Unpaged. \$2.75.

In poetic prose the author describes the sight, sound and feel of winter. The blue, black and white of the illustrations have a look of cold weather about them. A short but perceptive book. Ages 3-8.—H.W.

**THE HAPPY HUNTER.** By Roger Duvoisin. New York: Lothrop, Lee & Shepard Co., Inc., 419 Park Ave., S., 1961. Unpaged.

\$2.75. A gentle sort of picturebook both as to story and pictures which are in subdued colors. Mr. Bobbin is a hunter who goes hunting but never really intends to shoot any animals, for he is fond of them. When he is too old to hunt, the animals he has spared come to keep him company. Ages 4-8.—H.W.

**KICKAPOO.** By Miske Miles. Illustrated by Wesley Dennis. Boston: Little, Brown & Co., 34 Beacon St., 1961. Pp. 55. \$2.75. In this amusing yarn it is a toss-up whether the mule belongs to the boy or the boy to the mule. Howdie, Kickapoo's young owner, does not realize how fond he is of his mule until he decides to sell him and buy a pony. But Kickapoo refuses to stay sold, and Howdie only "half wants" to sell him. If mules half as smart as Kickapoo had helped carry the mail back in the days of the Pony Express, the latter would have been called the "Mule Express." There are a humdinger of a race, a lot of action and humor. The well-done illustrations show that the artist enjoyed the story, too. Ages 7-9.—H.W.

**LITTLE BEAR'S VISIT.** By Else Holmelund Minarik. Pictures by Maurice Sendak. New York: Harper & Bros., 49 E. 33d St., 1961. Pp. 64. \$1.95.

Once again author and artist have combined to give young children the pleasure of further adventures of their much-loved Little Bear. This time he goes to visit his grandparents and, like good grandparents, they tell him stories. Books about Little Bear have warmth and interest and are for those who can read by themselves. They are also for adults to read to younger children. The pictures are just right for the stories. Ages 4-8.—H.W.

**THE LONELY DOLL LEARNS A LESSON.**

By Dare Wright. New York: Random House, Inc., 457 Madison Ave., 1961. Unpaged. \$1.95. Again a story about Edith, the doll, and her friends, Mr. Bear and Little Bear, is told in large photographs and brief text. Edith learns that just because you have a new friend, you should not neglect an old one. Told from a child's point of view. On next to the last page the author says, "And they all lived peacefully together—most of the time!" Children will recognize that is the way they get along with playmates. This book's pages will be turned often by children from 3-6.—H.W.

**OLD MRS. BILLUPS AND THE BLACK CATS.** By Ruth Carroll. New York: Henry Z. Walck, Inc., 101 5th Ave., 1961. Pp. 48. \$3.25.

Mrs. Billups was sure that having a black cat cross her path would bring her bad luck. The difficulties she undergoes in avoiding this are told in a humorous vein both in text and pictures. There is a folktale quality to the story with its use of repetition and an "all-ends-happily" ending. Ages 4-8.

—H.W.

**POEMS TO READ TO THE VERY YOUNG.**

Selected by Josette Frank. Illustrated by Dagmar Wilson. New York: Random House, Inc., 457 Madison Ave., 1961. Unpaged. \$1. An expert in knowing the verses young children like makes a small but excellent compilation of poems for the very young. Charming bright illustrations on every page will make this a popular looking-at book as well as a reading-aloud one. Even the end papers are delightful. A lot of pleasure for a small price. Ages 3-7.—H.W.

(Continued on page 136)



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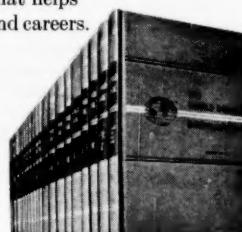
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Here is the fascinating story of Summerhill, a school in England which has been in operation for forty years—perhaps the most revolutionary school in the world—a school where children don't even attend classes unless they want to! Yet this school produces youngsters whose academic achievement is high, and whose emotional stability is unparalleled!

A. S. Neill, Summerhill's headmaster, bluntly declares that most parents make a mess of the job of raising children. What's more, he says, our accepted ways of discipline — our traditional ideas about respect — our taken-for-granted notions about how to teach morals — are positively evil. As a result, we often produce children who are a constant trial to their parents, a trial to their teachers and even a trial to themselves — and who in later life throng the offices of psychiatrists.

Every parent knows the child who whines, who resentfully breaks things, who nags, who becomes painfully bored, and who has overpowering spells of unhappiness. As a parent, you are often at a loss to know whether you're too easy with your child or too hard. In despair, you wonder what is wrong with the way you handle him. Perhaps you seek counsel; but despite the talk, despite the worry, you seldom find the answer which yields an effective change.

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Is there a better way to rear and educate children? Yes, says Mr. Neill, the way it's done at Summerhill! Here is a school which turns out genuinely contented and productive youngsters. These boys and girls do *not* make the impossible demands on their parents that other children do. Brought up in an atmosphere of love and approval—without adult pressure — Summerhill's self-disciplined children grow up to be a joy to their parents and a lasting joy to themselves.

Don't misunderstand. Neill does not advocate that we permit our children to run all over us. He is positively wrathful against parents who permit children to rule the roost, to wantonly interrupt adult conversation, to stalk into the living room

and turn on the television set regardless of whether that annoys others present. He doesn't believe that we should coddle our children so that they dominate their parents and others around them.

He is, however, a firm believer in freedom for the child — *freedom without license* — and makes no bones about the unconscious tyranny of parents, which most of us are woefully unaware of.

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**A. S. NEILL, headmaster of Summerhill, speaks on parents, children, and the education of both. Here are several passages from the text of SUMMERHILL:**

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"In 25 years of reading and reviewing books on education, I have yet to find one as stimulating, exciting and challenging as the story of SUMMERHILL. Every one of its pages is filled with warmth and encouragement."

**ERICH FROMM** (*Famous author of psychoanalytic works*)

"Any parent can profit by reading this book. These chapters will challenge him to rethink his own approach to his child. He will find that Neill's way of handling children is quite different from what most people sneeringly brush aside as 'permissive'. Here is the kind of thinking that can radically change home attitudes."

**ASHLEY MONTAGU** (*Anthropologist and Social Biologist; author and educator*)

"Anyone who is in any way concerned with the education of children should make this book required reading."

**DWIGHT MACDONALD** (*Staff Editor for The New Yorker Magazine*)

"One reads it with the irritation, excitement, and finally sympathy, that any original idea always provokes. The trouble is that one can't help thinking that Mr. Neill is right."

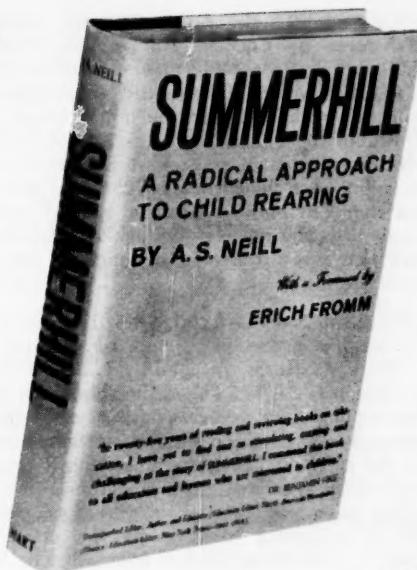
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**STOP STOP.** By Edith Thacher Hurd. Pictures by Clement Hurd. New York: Harper & Bros., 49 E. 33d St., 1961. Pp. 64. \$1.95. An "I Can Read" book which will amuse children because it tells about a grownup whose behavior needs improvement. Mrs. Muggs cannot resist washing everything in sight. How the elephant at the zoo "serves her right" by blowing water on her will seem funny to young readers. Pre-primary children will also enjoy it. The many pictures nicely illustrate the story. Ages 4-8.—H.W.

**CHRISTMAS IS A TIME OF GIVING.** By Joan Walsh Anglund. New York: Harcourt, Brace & World, Inc., 750 3d Ave., 1961.

Unpaged. \$1.75. The author-illustrator of the popular *Love Is a Special Way of Feeling* now gives a quiet and sensitive interpretation of the spirit of Christmas in rhythmic prose and slightly quaint pictures. Almost every other page could be a Christmas card, with the accompanying message on the opposite page. A little book which is especially fine for family reading before Christmas! All ages.

—H.W.

### Social Studies

**CHINESE MYTHS AND FANTASIES.** By Cyril Birch. Illustrated by Joan Kiddell-Monroe. New York: Henry Z. Walck, Inc., 101 5th Ave., 1961. Pp. 200. \$3.75. Ages 8-12.

**THE MILKY WAY AND OTHER CHINESE FOLK TALES.** By Adet Lin. Illustrated by Enrico Arno. New York: Harcourt, Brace & World, Inc., 750 3d Ave., 1961. Pp. 92. \$2.75. Ages 8-12.

**THE GOLDEN CARNATION AND OTHER STORIES TOLD IN ITALY.** By Frances Toor. Illustrations by Anne Marie Jauss. New York: Lothrop, Lee & Shepard Co., Inc., 419 Park Ave., S., 1961. Pp. 190. \$3.50. Ages 8-12.

**RUMANIAN FOLKTALES.** By Jean Ure. Illustrated by Charles Mozley. New York: Franklin Watts, Inc., 575 Lexington Ave., 1961. Pp. 194. \$2.95. Ages 8-12.

**TOONTOONY PIE AND OTHER TALES FROM PAKISTAN.** By Ashraf Siddiqui and Marilyn Lerch. Cleveland: World Publishing Co., 2231 W. 110th St., 1961. Pp. 157. \$3.50. Ages 8-12. The two books of Chinese myths and folktales are attractively illustrated. *The Milky Way* is not as comprehensive a collection as *Chinese Myths and*

*Fantasies* yet it has an especially charming style. Both books show respect and knowledge of Chinese philosophy, and the authors are skillful in keeping an Oriental flavor in the telling of the tales.

The book of Italian folktales lacks quite the quality of style of the Chinese tales, yet the stories are amusing. The collection contains myths and legends as well as folktales.

There is an earthy sort of humor about the Rumanian folktales. There are stories about rich men and peasants, about gypsies who outwit more sober folk and about the good Prince Stephen.

*Toontoony Pie* lets the reader become acquainted with the mischievous and clever bird native to Pakistan whose character resembles that of the French animal hero, Reynard the Fox. There are also stories which show a kinship with some of the Grimms' folktales. Whether the stories originated in the Far East or in Europe, each country gives the telling a different flavor.

Because folktales describe the physical characteristics of a country as well as the traits of its people, they are useful in social studies. There is a wealth of folklore being published, much of it less well known than earlier collections in English. It is good for children to know the folklore of many nations—partly to understand other countries better and partly because folktales are fun to read.—H.W.

**THE AMERICAN INDIAN.** By Oliver La Farge. New York: Golden Press, 630 5th Ave., 1960. Pp. 213. \$5.95. This handsomely illustrated volume presents a comprehensive and authoritative story of the American Indian from the early arrivals from Asia to the Indian of today. The noted anthropologist and Pulitzer Prize-winning author writes engagingly about the various groups and tribes of Indians, their daily lives, dress, rituals and customs, battles and raids, hunting, fishing and farming. Indian religions and taboos, warfare, role of women, crafts, dances and dwelling places are colorfully described. Ages 8 up.—Reviewed by WILHELMINA HILL, Specialist for Social Science, Office of Education, U.S. Department of Health, Education & Welfare, Washington, D. C.

**THE SECOND WORLD WAR.** By Winston S. Churchill and the Editors of "Life." New

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York: Golden Press, 630 5th Ave., 1960. Pp. 384. \$7.99. *Coldencraft Ed.* An incomparable account of World War II is presented through 80,000 words of Winston Churchill and transitional paragraphs by Fred Cook. A treasury of rare and memorable pictures taken by *Life's* cameramen or collected from the once-secret files of nations involved in the war provides views of the actual struggles of the war, its leaders and its effects. Churchill's verdict on what has happened since the war is presented in an epilogue. Ages 12 up.—W.H.

**THE SCIENCES OF MANKIND.** By Jane Werner Watson. New York: Golden Press, 630 5th Ave., 1960. Pp. 177. \$4.99. Presents the world of the social scientist in simple clear-cut language, providing the young reader an introduction to the scientific study of human relations. The volume describes how social science people study (1) peoples of the past, (2) the individual and the family, (3) living and working in groups, (4) communities and societies. This handsomely illustrated book presents the work of the social scientist at a time when our preoccupation with accomplishments in the natural sciences and technology makes social science progress essential to survival. Ages 13 up.—W.H.

**GETTING TO KNOW PAKISTAN.** By Barnett D. Laschever. New York: Coward-McCann, Inc., 210 Madison Ave., 1961. Pp. 65. \$2.50. Another of the *Getting-To-Know* books, this volume written by a newspaperman presents clear-cut, up-to-date information about the new nation, Pakistan. From firsthand knowledge the author presents the reasons for the nation being divided geographically; many interesting aspects of life in the two major sections; and Pakistan's strategic position in world affairs, especially with regard to memberships in CENTO, SEATO and UN. Finally, ways are indicated for sending books to classes in Pakistan where educational materials are needed and appreciated. Ages 11 up.—W.H.

**THE STORY OF AFRICA SOUTH OF THE SAHARA.** By Katharine Savage. New York: Henry Z. Walck, Inc., 1961. Pp. 184. \$4. The volume provides extensive geographic and historic background for understanding the sweeping changes taking place in Africa. The great variations in climate, coastlines, altitude, wealth and poverty, medicine



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and witchcraft are given sharp focus. The characteristics and differences of many tribes are described in relation to their progress in civilization. *Ages 11 up*.—W.H.

**OUR NEIGHBORS IN AFRICA.** By John C. Caldwell and Elsie F. Caldwell. New York: The John Day Co., 210 Madison Ave., 1961.

Pp. 48. \$2.19. Another volume in the World Neighbors series provides an introduction to Africa through travelers' eyes. Contrasts in land and climate, the people and their life, are etched in simple language and illustrated by photographs and drawings. Though much of the context is generalized, some of the material specifically relates to a few of the newly independent nations of Africa. *Ages 6-9*.—W.H.

### Science

**CATERPILLARS.** By Dorothy Sterling. Illustrated by Winifred Lubell. New York: Doubleday & Co., Inc., 575 Madison Ave., 1961. Pp. 64. \$2.75. Enlarged detailed diagrams of the anatomy of the caterpillar, colorful illustrations and a clear interesting style of writing make this an easy to understand reference. It explains how to keep and care for caterpillars and discusses problems created by caterpillars in the environment of man. *Ages 9 up*.—Reviewed by ALPHORETTA FISH, Acting Assistant Professor, Department of Education, University of California, Santa Barbara.

**EXPLORING UNDER THE EARTH.** By Roy A. Gallant. Illustrated by John Polgreen. New York: Garden City Books, 575 Madison Ave., 1960. Pp. 121. \$2.95. Comprehensive, up-to-date information adds a new depth to this reference. Included is an especially clear, interesting handling of the topic, "The Earth as a Magnet." Pertinent diagrams and illustrations clarify and extend geological understandings developed in the text. A challenging source for the especially interested student and a must for teachers! *Ages 10 up*.—A.F.

**DINOSAURS AND OTHER PREHISTORIC REPTILES.** By Jane Werner Watson. Illustrated by Rudolph F. Zallinger. New York: Golden Press, Rockefeller Center, 1960. Pp. 60. \$2.95. This dramatic history of dinosaurs dating back 300 million years highlights the relationship between significant climatic changes and changes in the types of dinosaurs which roamed the earth at various times. Structure is emphasized. Text includes sec-

tions dealing with the discovery and handling of dinosaur bones. Profusely and carefully illustrated. *Ages 8-12*.—A.F.

### REPTILES AND THEIR WAY OF LIFE.

By George S. Fichter. Illustrated by Sy Barlowe, James Gordon Irving and Arnold W. Ryan. New York: Golden Press, 630 5th Ave., 1960. Pp. 54. \$1.49. Pertinent, interesting development of information concerning the way of life of a wide variety of reptiles. Includes a discussion of dinosaurs, conditions under which reptiles hibernate, and the part played in folklore and religion which accounts for the aversion many people have for some reptiles. Well illustrated in color. *Ages 8-12*.

—A.F.

**ROCKET AIRCRAFT U.S.A.** By Erik Bergaust. Illustrated with photographs. New York: G. P. Putnam's Sons, 200 Madison Ave., 1961. Pp. 48. \$2.50. An account of the historical development of manned rocket aircraft. Extensive data concerning each plane, excellent photographs and detailed diagrams are well organized and interestingly presented. Included is a chronology of rocket flights and a useful glossary of terms. *Ages 10 up*.—A.F.

**THE BIRDS AROUND US.** Adapted (from Coronet Instructional Films, "Birds of the Dooryard" and "Birds of the Countryside") by Henry Hill Collins, Jr. Illustrated by Vaike Low. New York: The Dial Press, 461 Park Ave., 1960. Pp. 63. \$2.50. A description of the life habits of a wide variety of familiar birds comprises the text of this carefully illustrated book. Points out birds to look for in the spring and those which stay around all winter. *Ages 8-10*.—A.F.

**THE LITTLE DARK-HOUSE.** Written and illustrated by Edythe Records Warner. New York: The Viking Press, 625 Madison Ave., 1960. Pp. 63. \$2.25. There are many things to see when Grandfather takes his two grandsons fishing at Fish Hawk Lake in northern Minnesota in the wintertime: muskrats, weasels, fox, mice and birds. There is work to be done, too: the job of getting the fish-house onto the lake and the job of cutting a hole in the ice through which to fish. Then there is the sport of decoying and spearing the fish—all of which make a delightfully warm, interesting and informative story. *Ages 8-10*.—A.F.

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**WONDERS OF THE WORLD BETWEEN THE TIDES.** By Norman Hammond Wake-man. *Photographs by author. New York: Dodd, Mead & Co., 432 4th Ave., 1961. Pp. 63. \$2.95.* The author is a careful observer, an organized writer and a skilled photographer who has produced a truly scientific work that will delight children who like information about sea and shore life. Between-the-tides animals are identified and classified according to their places in the animal kingdom. The information about these animals is carefully selected on the basis of interest and appropriateness for the young reader. Ages 8-12.—Reviewed by GLENN O. BLOUCH, Professor of Education, University of Maryland, University Park.

**LET'S FIND OUT WHAT'S LIGHT AND WHAT'S HEAVY.** By Martha and Charles Shapp. Illustrated by Ida Scheib. *New York: Franklin Watts, Inc., 575 Lexington Ave., 1961. Pp. 40. \$1.95.*

**LET'S FIND OUT WHAT ELECTRICITY DOES.** By Martha and Charles Shapp. Illustrated by Ida Scheib. *New York: Franklin Watts, Inc., 575 Lexington Ave., 1961. Pp. 40. \$1.95.* Controlled vocabulary and pictures that explain make these two books real "beginner" books. Everyday experiences constitute the substance of the content and the text, and pictures lead the youngest reader to an interpretation of the world he lives in. Ages 7-9.—G.O.B.

**THE TREES AROUND US.** Adapted (from Coronet Instructional Films, "Trees: How We Identify Them" and "Seasonal Changes in Trees") and illustrated by Helen Damrosch Tee-Van. *New York: The Dial Press, 461 Park Ave., 1960. Pp. 63. \$2.50.* Describes shape, bark, leaves and other parts and characteristics of common trees and tells of their many uses past and present. Well-illustrated and carefully planned. Ages 8-10.—G.O.B.

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## Books for Adults

Editor, HELEN L. SAGL

### TEACHING THE EDUCABLE MENTALLY RETARDED — PRACTICAL METHODS.

By Malinda Dean Garton. Springfield, Ill.: Charles C. Thomas, 1961. Pp. 233. \$7.50.

The author, an experienced special class teacher, suggests this is a "non-technical" book "presented in an informal, condensed style." A large variety of topics is covered, including a discussion of characteristics of the mentally retarded, educational objectives and the special class curriculum. Consideration is also given to the use of a unit approach as well as a subject-matter approach in the special class. Also considered are audiovisual and other sensory training, the bulletin board and the sociogram as used in a special class. Attention is given to teaching techniques as well as to classroom management details.

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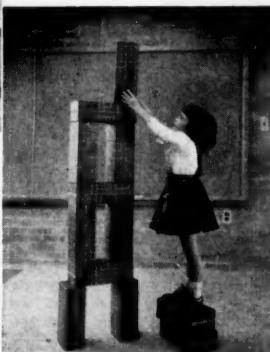
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comed. Evidently this text is aimed at meeting the needs of the novice who, with some knowledge of the theoretical aspects, will find the reported practical approaches of value. The experienced special class teacher may appreciate it as a means of comparing his own ideas with those of another experienced teacher. Regular classroom teachers concerned with educating the mentally retarded will also find some helpful ideas in this book. However, because of the broad coverage attempted, many teachers will find the topics too condensed to satisfy their needs.—*Reviewed by JOHN R. EICHORN, Associate Professor of Special Education, Indiana University, Bloomington.*

#### **PREVENTION OF MENTAL DISORDER IN CHILDREN.** Edited by Gerald Caplan.

New York: Basic Books, Inc., 59 4th Ave., 1961. Pp. 425. \$8.50.

In some communities the promotion of mental health in children is the responsibility of the entire community, not exclusively of psychiatrists, psychologists, social workers, teachers and other selected individuals. There is a growing awareness that the early treatment of emotionally disturbed children will never be an

adequate solution to the mental health problem and that future progress lies in implementing methods that will have an impact on a population of children. This impressive and provocative volume deals with this topic in terms of "primary prevention," which is defined as the reduction or the lowering of mental health hazards by initiating community programs to populations of children before the appearance of psychological symptoms.

The volume is based upon the presentation of sixteen papers at a February 1960 conference sponsored by the International Association of Child Psychiatry and Allied Professions. Rather than report a summary of accepted beliefs, the contributors reflect an interdisciplinarian approach and offer original ideas and research hypotheses that need to be tested. This approach is refreshing and timely.

Four areas of exploration provide the framework for this volume: organic factors, interpersonal factors in families, psychosocial crises in the personality development of children and the psychosocial role of the school.

The chapter by Bower, "Primary Prevention in a School Setting," and the one by



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Ojemann, "The Effects of Teaching and Understanding Appreciation of Behavior Dynamics," are outstanding and should be read by all educators who supervise teachers.

I highly recommend this book.—Reviewed by NICHOLAS J. LONG, Associate Professor of Education, Indiana University, Bloomington.

**READING EVALUATION, APPRAISAL TECHNIQUES FOR SCHOOL and CLASSROOM.** By Mary C. Austin, Clifford L. Bush and Mildred H. Heubner. New York: The Ronald Press Co., 15 E. 26th St., 1961.

Pp. 256. \$4.50. As stated by the authors, this book "is a practical guide for teachers and school administrators in their evaluation of (reading) progress both in the classroom and within the school as a whole."

This reference book is divided into three parts. The first consists of three chapters which summarize information concerning standardized intelligence, achievement and reading tests, informal techniques for appraising reading skills, techniques for surveying vision, hearing and other health conditions, as well as measures of other factors

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that might be related to reading achievement. Much useful information is presented in this section. But the authors were not consistent in pointing out limitations and cautions to be observed in the use of these different techniques. The value of the book would have been enhanced if this had been done, especially with the reading tests. Reviews of detailed diagnostic reading tests such as the Gates; the Durrell; the Monroe; and the Bond, Clymer, Hoyt were not included. The discussion in this section is not significantly different from that found in a number of other references.

Part II presents a detailed description of the reading survey. As defined by the authors, a survey is "a system-wide study of the strengths and weaknesses of the current reading program." A thorough discussion is presented of the survey technique, the preparation of the people involved, the cost and the problems of interpretation. Descriptions of surveys conducted in Newton, Massachusetts; Chardon, Ohio; and Norwalk, Ohio, are included. The strength of the book lies in this section which makes a useful and worthwhile contribution to the literature.

Part III emphasizes the need for well-prepared teachers of reading and includes the recommendations of the International Reading

Association for the preparation of reading specialists.—Reviewed by LEO FAY, Professor of Education, Indiana University, Bloomington.

#### TEACHING THE ELEMENTARY SCHOOL

**CHILD.** By Lillian M. Logan and Virgil G. Logan. Boston: Houghton Mifflin Co., 2 Park St., 1961. Pp. 871. \$7.25.

A brief review seems inadequate to describe a volume which surveys a field as broad as its title indicates, a volume which is literally too cumbersome for easy use and yet includes between its covers an amazingly compact and up-to-date discussion of the whole range of concerns in elementary education.

The book succeeds in presenting a clear picture of the child in the elementary school setting—how he grows and learns, how his needs influence the curriculum and instructional organization, and how he acquires the various understandings and skills required by his society. The emphasis throughout is upon the child rather than upon method or technique, and research and expert opinion are continually used to support the authors' point of view.

Those who are looking for discussions of recent educational developments—educational television, teaching machines, team teaching, foreign language in the elementary school, education for exceptional children—will find concise and specific information here. The general treatment is practical, with a wealth of direct help in building skills, developing concepts, meeting individual differences, planning for instruction and evaluation.

The book should be especially useful in elementary teacher education programs where preparation for classroom teaching is given in a single integrated course and to experienced teachers who feel the need of an up-to-date "armchair" refresher course.—Reviewed by MAXINE DUNFEE, Associate Professor of Education, Indiana University, Bloomington.

#### ELEMENTARY SCHOOL LIBRARIES.

By Jean Elizabeth Lowrie. New York: The Scarecrow Press, Inc., 257 Park Ave., S., 1961. Pp. 235. \$5.

This book presents the current educational philosophy concerning the purpose and scope of the centralized elementary school library—more frequently termed "the instructional materials center"—and points out its uniqueness "in that it gives service to all school personnel from the kindergarten child to the administrator, from the mentally retarded to the gifted. It is a center

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for organizing and distributing printed and audio-visual materials of value in the educational program."

The author describes specific ways this philosophy is being implemented in forty-eight elementary schools of eight states where she conducted a study through interviews with teachers, librarians, administrators, students and parents as well as observation and participation in the classrooms. The illustrations from these schools include curriculum enrichment experiences and reading guidance in fourth, fifth and sixth grades; library instruction at all grade levels; early elementary library experiences; such auxiliary aids as publicity, library scheduling, pupil assistants; areas for teacher and librarian cooperation; role of administrators; community relationships; and recommendation for further implementation. A list of children's books mentioned in the text, a bibliography and an index are added.

The author concludes that elementary school faculties which now have centralized library service "are unanimous in their conviction that this is the one facility necessary to an adequate teaching job for today's children."

The book fills a need for up-to-date specific information about a facility developing rapidly in many states; it will be particularly useful in teacher education and library science courses and for parents and school personnel now developing centralized elementary school library services. It is regrettable that the format of the book is not more attractive and that it has no pictures.—Reviewed by MARGARET I. RUFVOLD, Professor of Library Science and Director, Division of Library Science, Indiana University, Bloomington.

**WHAT TO TELL YOUR CHILDREN ABOUT SEX.** By The Child Study Association of America. Adie Suehsdorf, ed. New York: Arco Publishing Co. Inc., 480

Lexington Ave., 1961. Pp. 96. \$1.50. This book is a concise reference manual for parents who want to know how to tell their children about sex and the various problems of sex and reproduction. Questions and simple answers are given, with special attention to the vocabulary necessary to answer the questions and to the amount of information wisely given at one time.

Each stage of the child's development from infancy to adolescence is discussed. Included are questions parents ask about their youngsters' sexual growth at the various stages. Parents are encouraged to be them-

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selves and to be sensitive to the child's needs. They are given definite help in understanding their own reactions to sex questions and children's reactions. The information is authentic and reassuring. An index to questions, anatomical charts and suggestions for supplementary reading contribute significantly to usability of the book.

Teachers can contribute to the future adjustment and happiness of children by becoming familiar with this book and by appropriately bringing it to the attention of parents.—Reviewed by ANNIE L. BUTLER, Assistant Professor of Early Childhood Education, Indiana University, Bloomington.

**YOUR CHILD'S SPEECH PROBLEMS.** By Charles Van Riper. New York: Harper & Bros., 49 E. 33d St., 1961. Pp. 139. \$3.50.

Written primarily for parents whose children have speech disorders, this book is also admirably designed as a reference for teachers with little or no background in speech pathology. A trained speech pathologist can use it to advantage in outpatient programs as assignments for parental reading.

The author has succeeded in shedding the drab literary style of the scientist and textbook writer and has demonstrated an exciting, interesting, vivid literary skill. Although a great deal of background and training on

the part of the reader is not needed, the author does not write in a condescending manner.

This book is the happy marriage of interesting and important information with pleasant reading. This should be required reading for parents of speech handicapped children and classroom teachers who have such children in their classes.—Reviewed by ROBERT L. MILISEN, Director of the Speech and Hearing Clinic and Professor of Speech and Theatre, Indiana University, Bloomington.

**DEVELOPMENT IN AND THROUGH READING.** By National Society for the Study of Education. Nelson B. Henry, Ed. Chicago: University of Chicago Press, 1961. Pp. 406. Cloth, \$4.50; paper, \$3.75. Part I of *The Sixtieth Yearbook* of the National Society for the Study of Education emphasizes the developmental aspects of reading instruction and recognizes the interrelationships between reading and the other language arts and between reading and personal and social development. The role of home, community and teacher education as well as factors of motivation and of interest are discussed as contributing to reading development and personal development. Considerable attention is

focused upon the materials of instruction—basal instructional material, literature for children, auditory material, and visual material—and on ways continuity can be achieved in a reading program. It presents the sequential development of reading skill from kindergarten through college, remedial procedures, and the evaluation of growth and development in and through reading.

The contents represent a compilation of writings by authorities and experts on: developmental aspects of reading instruction in relation to characteristics of child development, contributions of linguistics, role of reading in content areas, and development of continuity in levels of reading achievement.

It will be of value to teachers, administrators and others interested in developmental reading and reading as a means of personal development.—Reviewed by ELDONNA EVERTT, Instructor in Education, Indiana University, Bloomington.

**TELEVISION IN THE LIVES OF OUR CHILDREN.** By Wilbur Schramm, Jack Lyle and Edwin B. Parker. Stanford, Calif.: Stanford University Press, 1961. Pp. 324.

\$6. Here are facts about the way television operates in the lives of children. Reporting the results of three years of research on 6,000 children in ten communities in the United States and Canada and information gathered from 2,000 parents and 300 teachers and school officials, the authors present such facts as these: The average North American child from three to sixteen spends one-sixth of his waking hours watching television—more time than he devotes to any other activity except sleep and play. Children who watch television before they enter school have a vocabulary that is about a year ahead of those who do not, but apparently this is only a temporary advantage that is not maintained for more than a few years.

Included also are findings on type of program watched, attitude toward the media, factors which draw children to television and behavioral effects—all presented in a writing style which holds the reader's interest and is easily read and interpreted. This report of significant research on the subject of television in the lives of our children is one which can be read with understanding by a wide range of readers. In addition, the authors include an annotated bibliography on studies of children and television that offers further enlightenment for those who want to pursue the subject.—H.L.S.

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## Bulletins and Pamphlets

Editor, MARIAN JENKINS

**OBEDIENCE MEANS SAFETY FOR YOUR CHILD.** By Accident Prevention Committee, American Academy of Pediatrics. Evanston, Ill.: The Academy, n.d. Pp. 21.

25¢. This pamphlet is in direct conflict with generally accepted practices in safety education. Young children need constant supervision to prevent accidents, and it is quite likely that safety education can and should begin before kindergarten. Successful pedestrian and bicycle safety programs in the public schools of a very large, heavily populated county have proved that safety can be taught even to kindergarten children. This reviewer suggests that pediatricians consider the merits of safety education and the rewards of successful achievement as more psychologically and educationally sound than discipline and punishment in relation to children and safety.

—Reviewed by WALLACE JONES, Consultant, Driver Education and Safety, Division of Secondary Education, Los Angeles County Public Schools, Calif.

**MARKSMANSHIP FOR YOUNG SHOOTERS.** By American Association for Health, Physical Education and Recreation, NEA. Washington, D. C.: The Association, 1201 16th St., N.W., 1960. Pp. 25. \$1. This is an excellent program for outdoor education or recreation but is not considered by this reviewer to be appropriate for elementary or secondary schools.—W.J.

**SCHOOL FIRES.** By Research Council. Washington, D. C.: The Council, 2101 Constitution Ave., 1960. Pp. 58. \$2.25. Excellent report on school fires with detailed explanation.



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tions of causes. Every school district should have a copy of this booklet.—W.J.

**INCLEMENT WEATHER ACTIVITIES.** By Jerry G. Edwards. New York 17: Arco Publishing Co., Inc., 480 Lexington Ave., 1959. Pp. 82. \$1.50.

This collection of games for inside classroom use is very practical. On rainy days or days too warm to be outside, teachers are prone to fall back on two or three tried and true games which are repeated over and over again. This book provides a great deal of variety and many ideas.

Content is organized around quiet, semi-active and active games, relays and progressive party games. The bibliography suggests further materials for those interested in pursuing any of these ideas.

Charts showing appropriate grade levels for various games are helpful.—Reviewed by CAROL CLARK, Consultant, Division of Health, Physical Education and Youth Services, Los Angeles County Public Schools, Calif.

**TRENDS AND TECHNIQUES IN PARENT EDUCATION: A CRITICAL REVIEW.** By Aline B. Auerbach. New York 28: Child Study Association, 9 E. 89th St., March 1961. Pp. 37. 75¢. This is a complete version of a paper prepared for the 1960 White House Conference on Children and Youth by Mrs. Auerbach, director of the Child Study Association's Department of Parent Group Education.

Standard formulas and solutions are no longer offered to parents; rather, there is an attempt to guide the parent into making his own decisions in each unique family situation. The importance of developing the parent's awareness of his own attitudes and behavior is a major trend. Another trend is the focus on sound over-all relationships to counteract the details of family life which may go awry. Parents' behavior alone does not determine the personalities of children. Individual

characteristics, potentialities and outside influences also affect behavior.

Three major parent education approaches are considered: mass media, group programs and individual counseling. Many questions are raised about the content of parent education and the training required for parent educators. There is a need for further research to help chart more effective approaches and techniques in the immediate future.

Appendix I lists some current parent group activities. Appendix II contains a highly selective bibliography on parent education.—Reviewed by PERSIS H. COWAN, Associate Professor of Education, Los Angeles State College, Calif.

**GROWING UP—CEREBRAL PALSID CHILDREN LEARN TO HELP THEMSELVES (Parent Series No. 7).** By Mildred Shriner. Chicago 12: National Society for Crippled Children and Adults, Easter Seal Society, 2023 W. Ogden Ave., 1961. Pp. 24.

25¢. Written by an experienced teacher of the cerebral palsied children, this bulletin attempts to acquaint parents with the possibility of providing a happy day-by-day relationship between parent and child during the youngster's growing-up, formative years.

A short discussion is included about the child learning to dress himself, with a list of dressing aids and types of clothing; the child learning to care for his personal appearance and toilet needs. A good bibliography is included.—Reviewed by EDITH E. REDIT, Consultant, Elementary Education, Los Angeles County Public Schools, Calif.

**TELEVISION AND THE CHILD. An Empirical Study of the Effect of Television on the Young.** By Hilde T. Himmelweit, A. N. Oppenheim and Pamela Vince. New York 16: Oxford University Press, 417 5th Ave., 1958. Pp. 52. No price given. This is a reprint of the first four chapters of a publication entitled *Television and the Child*, sponsored by the Nuffield Foundation and published in 1958. The studies on which this book is based were conducted in England.

The authors make the observation that every new medium of communication, even reading, has in its time aroused anxiety. This perspective seems to be present throughout the report of the study of the influence of television on children. Television can and does affect the lives of the people who watch

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it. For some of television's effects, the authors have arrived at a set of principles which could help predict some patterns of behavior of people who watch. These principles provide interesting speculations.

The authors conclude with some implications and suggestions. While many of these have been said before, they are worthwhile reading.—Reviewed by ROBERT C. GERLETTI, Director, and ELINOR RICHARDSON, Consultant, Division of Audio-Visual Education, Los Angeles County Public Schools, Calif.

**EDUCATING THE MORE ABLE CHILDREN IN GRADES FOUR, FIVE AND SIX.** By Gertrude M. Lewis. Washington, D. C.: U.S. Dept. of Health, Education and Welfare, Bulletin No. 1, 1961. Pp. 84. 35¢.

This is a bulletin which perhaps will be most valuable to those who evaluate the materials with frequent reference to the first paragraph on page 63. This gives a fairly concise description of the intellectual needs of bright children. Evaluation of the suggested activities is important, because some are more pertinent than others. Most are of the complexity, depth and level of abstraction suitable for children of high learning ability. A few, such as bread-making, might appear in publications dealing with curriculum for any children, including the mentally retarded.

Chapter V presents very well the qualities requisite in those who work successfully with intense, inquiring minds. The content regarding the teacher especially merits thoughtful reading.

The explicit, detailed documentation of learning situations should assist teachers in improving educational opportunities for many bright children. The value of these descriptions far outweighs the limitations; i.e., the lack of recognition of a vast body of research evidence regarding acceleration and the contribution which school psychologists readily make in identifying the learning needs of the exceptionally bright.—Reviewed by RUTH A. MARTINSON, Professor of Education, Long Beach State College, Calif.

**KEYS TO QUALITY** (Booklet 14 of *Quest for Quality Series*). By Lewis E. Harris and Clyde B. Moore. Evanston, Ill.: National School Boards Association, 1940 Sheridan Road, 1960. Pp. 48. Single copy, \$1; com-

plete packet (14 booklets), \$10. In my opinion this booklet is of great value. Its distribution among both school staffs and laymen would be profitable. Outlined are procedures for the evaluation of school districts which are both practical and philosophically sound.

I have just one criticism—and that is of the statement to the effect that students are evaluated "from teacher grades on reports to parents." Teacher grades are no more than a report of an evaluation of the student which the teacher has made. They are not the evaluation itself. I would delete the above quoted phrase from the paragraph. In fact, this seems to be a sufficiently important point that it would bear discussion in the booklet. It is my opinion that many teachers and parents regard a report card as an evaluative and measurement device. Actually it is only a report of an evaluation or measurement and should be recognized as such. With this exception, I agree with the philosophies and practices described in the booklet and would recommend its use.—Reviewed by FRED W. BEWLEY, Schools Unification Adviser, Offices of Special Services, Los Angeles County Public Schools, Calif.

**LEARNING MORE ABOUT COMMUNICATION.** By Irving S. Shapiro. New York 10: National Public Relations Council of Health and Welfare Services, Inc., 257 Park Ave., S., 1961. Pp. 24. \$1. Do you communicate? How do you know? What can you do to increase your skill?

This brief but interesting pamphlet provides provocative reading for practitioners in the social science field much of whose time is spent in the communication process. As you read about the communicator, the message and the recipient of the message you are interested, challenged, frustrated because of lack of information and finally cautioned in the use of research. A plea is made to become consciously aware of the complications of the communication process and to isolate and identify problems with which one is faced as a practitioner. Included are carefully selected reference materials and an outline of logical steps a practitioner can take to work meaningfully with research.—Reviewed by ROBERT C. GERLETTI.



Courtesy of Richard C. Burts Family  
Frances Stuart, artist; Sandy Levene, photographer

## Over the Editor's Desk

*Dear Readers:*

Leland B. Jacobs, professor of education, Teachers College, Columbia University, stirred the audience at ACEI's Annual Study Conference in Omaha last spring with his opening address, "Building with Children a Better Tomorrow." When he finished his talk people crowded on the platform to express feelings and to extend congratulations. Some asked to copy the poem with which he closed his talk. It was then duplicated and made available to conference registrants for a fee which went to the ACEI Building Fund.

I hope you, like the registrants, will enjoy the poem:

The teacher asked of the child,  
"What would you have of me?"  
And the child replied,  
"Because you are you, only you  
know some of the things  
I would have of you.  
But because I am I,  
I do know some of what  
I would have of you."

The teacher asked again,  
"What would you have of me?"  
And the child replied,  
"I would have of you what  
You are and what you know.  
I would have you speaking and silent,  
Sure and unsure, seeking for surely,  
Vibrant and pensive.

I would have you talking and letting me tell,  
Going my way with my wonderings and  
enthusiasms,

And going your way that I may know new  
curiosities,

I would have you leading step by step  
Yet letting me step things off in my own  
fashion."

"Teach me," said the child,  
"With simplicity and imagination—  
Simply that the paraphernalia and the gadgets  
Do not get between us;  
Imaginatively that I may sense and catch your  
enthusiasm,  
And the quickening thrill of never having  
been this way before.

"Too, I would have you watching over me,  
yet not too watchful,  
Caring for me, yet not too carefully,  
Holding me to you, yet not with bindings,  
So when the day comes, as it must,  
that we, each, go our separate ways,  
I can go free.

Let me take you with me not because  
I must, but because I would have it so.  
Let me take you with me because  
you have become, in me,  
Not just today—  
Tomorrow!"

Sincerely,

*Margaret Brasmussen*

CHILDHOOD EDUCATION

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*115 pages; \$1.50*

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### **NEXT MONTH**

"Reaching for a World View," December's theme, gives readers much to think about. First, Vera Micheles Dean, editor for the Foreign Policy Association, World Affairs Center, New York, writes on "Emerging Nations" and what we should know about their culture. This is followed by an emphasis of ways children have become acquainted with fast-moving changes in Africa. Edward W. Brice, Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C., is the author. Madhuri R. Shah, superintendent of schools, Bombay, India, writes on what we should know about India.

Hazel Gabbard, International Educational Relations Branch, Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C., describes a UNESCO ten-year project entitled "Build a Bridge to the East." We hope it will be used by schools and UNESCO committees.

Included is a double-spread of photos of children from around the world.

The next part of the issue is a symposium on "Social Studies for Survival." In the introduction, Agnes Snyder, Adelphi College, New York, says: "We are uniquely responsible for helping these new nations to realize their precious rights to life, liberty and the pursuit of happiness, those rights to which our forebears pledged their lives and their sacred honor. It is to the guarantee of these rights to all peoples that we teachers must daily pledge our lives and our sacred honor." Sections on nursery and kindergarten, primary and intermediate are written respectively by Ruth Fletcher, Salt Lake City, Utah; Jean Murray, New York City; and Lois Moses, Wilmington, Delaware.

# ACEI publications

## Bulletins

*All Children Have Gifts*—100: Guide lines for seeking resources within every child—scientific, technical social, academic; classroom examples. 32p. 75¢.

*Arithmetic—Children Use It!*—94: Arithmetic activities children 4-11 experience; ways home and school supplement each other; arithmetic ideas in functional settings and problem situations. 56p. 75¢.

*Art for Children's Growing*—64: Value of the arts, developmental characteristics, climate for expression, experimentation, evaluation of growth. 48p. 75¢.

*Bibliography of Books for Children*—37: Selected list—annotated, classified; priced; age levels. 134p. \$1.50. Revised every two years.

*Children Can Make It—Experiences in the World of Materials*—28: Things children can make based on sound philosophy—furniture, working models, toys, musical instruments; illustrated. 56p. 75¢.

*Children's Books—for \$1.25 or Less*—36: Complete classified list of inexpensive, approved books. 36p. 75¢. Revised every two years.

*Children's Views of Themselves*—104: Anecdotes show: role of self-estimates in behavior, how self-concepts come about, how adults can estimate children's self-concepts. How adults can help. 36p. 75¢.

*Creative Dramatics*—2-A: Values; beliefs; many examples of how and what to use with daily classroom work; recreational therapy in rehabilitation center for gifted and retarded children; how teachers help each other; illustrations, references. 48p. 75¢.

*Discipline*—99: Why children act as they do; ways of working for self-discipline; tips for beginning teachers on bridging gap between theory and practice. For parents, teachers, students. 36p. 75¢.

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*Equipment and Supplies*—39: Lists of materials for nursery, kindergarten, primary, intermediate, classified lists of tested and approved products, age levels, manufacturers; index. 115p. \$1.50. Rev.

*How Do Your Children Grow?*—103: Child growth and development facts with home, school, community examples; continuity in learning. 32p. 75¢.

*How Good Is Our Kindergarten?*—65: Guide lines for education of 5-year-olds; standards for judging good kindergarten; based on child growth and development research. By Lorraine Sherer. 36p. 75¢.

*Learning a New Language*—101: Meaning of learning language different from that of home; dual language as asset; suggestions for teaching non-English-speaking children; classroom photos, 32p. 75¢.

*Learning About Role-Playing for Children and Teachers*—66: Role-playing technique; written as diary for first grade and other grades; unfinished stories, bibliography. 40p. 75¢.

*More About Reading*—29: Articles from ACEI publications on individualized reading, self-selection; focus on base broader than traditional one. 32p. 50¢.

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*Science for Children and Teachers*—91: Kind of science program children need; suggestions on equipment and use of materials. By Herbert Zim. 56p. 75¢.

*Social Studies for Children*—97: Planning and carrying out social studies program in kindergarten, primary, intermediate; theory, anecdotes. 40p. 75¢.

*Songs Children Like—Folk Songs from Many Lands*—63: Seventy-one songs of out-of-doors, fun, action, seasons. 48p. 75¢.

*Space, Arrangement, Beauty in School*—102: Flexible room arrangement in nursery, kindergarten, elementary; photos of space-savers, interest centers, beauty; illustrated guide for making bulletin boards, displays; references. 52p. \$1.

*What Are Kindergartens For?*—A: What 5-year-olds need; what they are ready and not ready to learn; wholesome, challenging activities; purposes of and need for more kindergartens. References. 8p. One free; 25 for \$1.

*When Children Move from School to School*—105: Concrete suggestions for parents and teachers to help children adjust to changes before, during and after moving; children's reading list on adjusting to new places and situations. 36p. 75¢.

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